

About Words.

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A great difference between people and all other living creatures is, that people speak to one another with words. Other creatures use signs and sounds, but they have not words with which to tell their meaning to each other.

All human being, however savage they may be, speak with words. Savage people & very ignorant people, have not many words; nor do they need many; they have so few things to think about that they cannot have much to say.

There are many things a savage could not talk about because he would not even know their names: but the English people have so many & such suitable words, that it is possible for them to talk about ^{most} ~~everything~~ things.

It would take me many hours to count all these English words, & every day new ones are added to the number. ~~All~~ These words make up what is called the English language, and English people think a great deal of their beautiful language, & are glad to learn all they can about the words that compose it.

Supposing all the words in our language were cut out, each in a separate block of wood, these little blocks might be sorted into eight groups, because the words are of eight sorts. That

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That is, they are all words, as all fruit is fruit, and they are made up of different letters, have different meanings, as all the apples on a tree have different shapes; but beside this, there are eight different kinds of words, just as apples, pears and plums are different kinds of fruit. When we talk, we use words out of either group, just as we want them to make sense.

Exercise.

Underline all the words in the following lesson which, you think, only civilized people would have occasion to use:—

A king made a law, that, if any person had reason to complain of being treated with great ingratitude, the inhabitants of the city where he dwelt should be summoned together by the ringing of a bell, that the ingrateful man might be brought before his fellow-citizens and punished by being put to ^{public} shame.

The inhabitants of this city were so virtuous that a long time passed away without any person being accused of great ingratitude. The bell became rusty, the rotten paling, which surrounded it, was overgrown with grass & weeds; then, late one night, the unaccustomed sound of the bell was heard. A grey, worn-out ass had come there, & by chance, entangled his feet in the chain of the bell & by this means rang it. The

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The owner of the ass was discovered; the neighbours all recollected that it had been, in its youth, a most serviceable creature to him; which he acknowledged, but said that it was of no use to him now, & at more than it was worth.

The deplorable condition of the poor creature was sufficient evidence of its having been treated with great ingratitude; & the owner was condemned to pay a fine sufficient to maintain the ass comfortably for the remainder of its days.

First-Part.

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Lesson I.

Words put together so as to make sense form, what is called, a sentence.

Barley, oats chair really good and cherry, is not a sentence, because these words, so put-together, make no (or) sense.

Tom has said his lesson, —
is a sentence

It is a sentence because it tells us something about Tom.

Every sentence speaks of some one or of something, & tells us something about that of which it speaks.

So a sentence has two parts, —

(1.) The thing we speak of:

(2.) What we say about it.

(1.) In our sentence, we speak of Tom

(2.) We say about him, that he has learned
his lesson.

That which we speak of is often called the Subject, which just means, the thing we talk about.

To be learnt,

Words put together so as to make sense form

9 Sentence.

A sentence has two parts, (that which we speak of, and, what we say about it)
That which we speak of is ^{called} the Subject.

Exercises in ~~sentences~~ large letters

1. Say why the words underlined are the Subjects of the following sentences:-

- (a) The farmer's rosy children sat.
- (b) The zaffer lent its blaring light.
- (c) John went round.
- (d) A jubile voice was heard to implore.
- (e) The fleet drives hissing in the wind.
- (f) A tortoise mountain lies before.

2. Underline the Subjects of the following sentences:-

- (a) My eyes are weak and dim with age.
- (b) My sinking heart forgets to beat.
- (c) The little children flocking came.
- (d) Their kindness cheered his drooping soul.
- (e) The big round tear was seen to roll.
- (f) The children, too, began to sigh.
- (g) (And) all their merrym that was over.
- (h) They felt more glad.
- (i) They knew not why.
- (j) (Than) they had been before.

3. It is easy to find out the subject when it is placed at the beginning of a sentence, but that is not always the case. What reasons have

have you for thinking the words in large letters are the subjects of the following sentences?

- (a) Cold blows the blast across the moor.
- (b) No road, no path, can I describe.
- (c) So faint I am.
- (d) With hasty steps the farmer rem
- (e) Around the fire one winter night,
The farmer's rosy children sat.

4. Put subjects to the following sentences:-

- (a) — brings the snow.
- (b) — brings the rain.
- (c) — brings breezes sharp and chill.
- (d) — brings the primrose sweet.
- (e) — brings flocks of pretty lambs.
- (f) — brings tulips, lilies, roses.
- (g) — — brings thunder showers.
- (h) — brings the sheaves of corn.
- (i) — — brings the fruit.
- (j) — — brings the pheasant —
- (k) — — brings the blast
- (l) — — brings the sleet

Playing fire and Christmas treat.

5. ~~Put~~ ^{add} subjects to these sentences:-

- (a) — — — — — clads arise
And make happy the hills.
- (b) — — — — — ring
So welcome the spring.
- (c) — — — — —
Sing louder around.

(d) - - - Shall be seen
On the echoing green.

(e) - Laugh at our play.

(f) - - does descend
And our sports have an end.

6. Make sentences with these subjects, ~~putting~~^{each}
~~the subject at the beginning of the sentence.~~

(a) My cousin Mary - - - - -

(b) A house with many windows - - - - -

(c) That man with a wooden leg - - - - -

(d) Sweet violets - - - - -

(e) Who - - - ?

(f) Dancing - - - - -

(g) What - - - - - ?

(h) A little curly-headed boy - - - - -

(i) To write letters - - - - -

7. Put subjects to the following sentences:-

(a) ~~He~~ - - - - - ~~climbs far up in the sky~~

(b) - - - - - walked feebly up the street.

(c) - was blind.

(d) - - - led him about.

(e) - - - sang an old song in a quivering
voice.

(f) - - collected half-pence from the crowd.

(g) - brought the old hat to his master.

(h) - - - - - was very sorry for the blind man.

(i) - wished very much to help him.

(j) - - said

(k) - might knit him a scarf.

(l) - was delighted.

(m) - - - wished to do something kind, too.

(n) - - let him save his pennies for his
poor friend.